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Writing and Spelling: Continued attention to habits of correct punctuation, spelling, and improvement in form and expression.

School Economics: (See Miss Cooke's outline.)

Art: Modeling of cave men. Painting of scenery for the puppet theater. Painting of autumn landscape.

Industrial Art: Making of weather signals; dictionary; modeling aprons.

Dramatic Art: Composition of original plays to be played in the puppet theater. Dramatization of stories.

Music: *Harvest Time*, Primer (Modern Music Series); *Autumn Song*, Primer (Modern Music Series); *Rain Song*, Primer (Modern Music Series); *Gray Rain*, Primer (Modern Music Series); *Pretty Little Johnny*, Reinecke; *Thank You, Pretty Cow*, Primer (Modern Music Series); *Laughing Rill* (sight reading), Primer (Modern Music Series). Game songs: *Here We Go Round the Mulberry Bush*; *Warm Hands*.

Manual Training: Making of large envelopes for paintings. Construction of looms.

Physical Training: (1) Anthropometry and examinations. (2) Sense tests. (3) Tests for nutrition.

Primitive games and sports, through which will be secured a correct standing position and positions for motor work. Prescribed work for individuals. Developmental gymnastics in classes.

References: *First Steps in Human Progress*, Starr; *Primitive Industry*, Abbott; *Primitive Culture*, Tylor; *Primitive Man*, Figuier; *Prehistoric Times*, Lubbock; *Aspects of the Earth*, Shaler.

Third Grade

Gertrude Van Hoesen

The work for the year will be a more analytical study of the child's environment than has been followed during the first two years in school. This work is based entirely upon the necessities, activities, and growing interests of the children. The study of city life with all that goes to make it desirable—a good city from every standpoint—is the subjective basis of the year's work. The requisites of a good city are worked out through the primitive or simple cities of the ancient Greeks to an understanding of the complex conditions surrounding the child in Chicago. It will be necessary at every point to use science to answer the problems of heating, lighting, etc., which come up during the year. All of the making will grow out of the necessities of the subjects studied, or those of the children, necessities which demand the use of the article made.

Geography:—Roads. Get the experiences of the children as to the different places they have

been—in the country, mountains, seashore, or other cities. Why do so many people live in cities? Is there any reason for living in Chicago? If Chicago is a good city what must be considered? 1. Roads. 2. Drainage or sewerage. 3. Water supply. 4. Lighting. 5. Means of transportation. 6. Commerce. As good roads are one of the first requisites, study their evolution from earth to asphalt. 1. Natural. 2. Gravel. 3. Cobble. 4. Cedar-block. 5. Macadam. 6. Asphalt. In each case make tests which will answer the question of desirability. Make excursions to portions of the city where the roads are being improved, and to the Field Columbian Museum, where the models of some of the more complex are to be found. The children will make models of each kind as far as possible. The relation of expense will also be considered.

History and Literature: The Wanderings of Ulysses, with the background of the history of the Mycenæan Age, will form for the first three months the basis for the study of the early Greeks, with their primitive conditions and industries, and their simple cities.

The work will be taken up as follows:
Story of Ulysses, beginning with the cause of the Trojan War.

1. Ulysses' home at Ithica.
2. Appearance and life of his friends.
3. Cause and preparation for war.
4. Journey to Troy.
5. Ten years' siege: principal scenes during the siege; story of the wooden horse.
6. End of the war. The beginning of the homeward journey.

The children will make a representation in miniature of the city of Troy, placing the Grecian army outside the walls. They will work out as far as possible the movements of the two armies.

Stories of heroism embodying ideals of courage, bravery and honesty, will be told throughout the year.

Mythical stories embodying some beautiful truths will be told in connection with the nature work. To arouse a deeper interest in and sense of comradeship with the animals of Lincoln Park, the *Jungle Books*, by Rudyard Kipling, and *Wild Animals that I Have Known*, by Ernest Seton Thompson, will be constantly used.

Nature Study: The October landscape will form the basis of the nature study for the month: 1. Trees. 2. Flowers. 3. Fruit. 4. Vegetables. 5. Insects. 6. Birds. 7. Rainfall. 8. Wind. 9. temperature. Preparation for winter: 1. Our preparation. 2. That of the vegetable kingdom. 3. Relation of temperature and wind to the changing landscape.

Seed dissemination. Preparation of plants for winter. Collection and classification of seeds according to their mode of distribution: 1. Wind. 2. Animals. 3. Water. 4. Self-sown. 5. Man.

Notice whether the plant sows its seeds singly by opening the pod, or in the pod as a whole.

How far do the different plants scatter their seeds?

How do we prepare for winter at home?

Classification of vegetables according to the

part eaten. 1. Roots. 2. Stems. 3. Leaves. 4. Flower. 5. Fruit. 6. Seeds.

Constituents of fruits and vegetables: This grows naturally out of the drying of the fruit. Slice and carefully weigh 50 grams of apple for drying. When thoroughly dried re-weigh. How much has evaporated? Measure out the amount of water that has disappeared. What part of the apple is water? What part is solid matter?

Weigh out 5 grams of the dried apple and burn until all the carbon has disappeared. Weigh the ash. What part of the fruit is ash?

Compare the amount of water, solid matter, and ash, in the different fruits and vegetables.

Animals: Birds. What birds are to be seen in the park now? What are they doing? Begin making a collection of deserted nests. Keep records of birds by means of both painting and written expression, always leading the children to use the mode of expression best adapted to telling the story.

Do the same kind of work with the insects. Visit the animals in the Zoölogical Gardens of the park, noting characteristics, habits of eating, and movements.

Correlated Number: Only such number-work will be used as is necessary in the other subjects. The following will be required during October:

1. Number of seeds sown by the different plants.
2. Linear and square measure in connection with constructive work.
3. Linear and liquid measure and weight in connection with physical measurements.
4. The use of whole numbers and fractions in the comparison of constituents of fruits, and the weather, and sunshine charts.

Reading: *Fifty Famous Stories*. Selections from all sources correlated with the work.

Writing and Spelling: Records of all nature observations. Description of the different kinds of roads and directions for building them. Dramatization of stories in written form.

Language: Continued attention to clearness of expression in both spoken and written language. In the latter the correct use of capitals and necessary punctuation.

French: Correlated with sewing and geography. Hemming of towels for school use. Excursions to South Water Street, to purchase fruits and vegetables for the cooking classes.

During these occupations and excursions the French language will be exclusively used in directions and comments. (See outline for French, page 151.)

School Economics: Making general laws for the management of the room will be one of the first duties of the children. This will include the relation of the children to each other, and the care of the room.

Cooking—See Miss Cooke's Outline.

Art: Painting pictures of the landscape and individual trees. Painting and clay-modeling of fruits, vegetables, and animals.

The children will coöperate in making stencils of the scenes in history, to be used in decorating the room.

Industrial Art: Laboratory or modeling aprons; a dictionary.

Dramatic Art: Dramatic presentation of some of the stories connected with the Siege of Troy.

Training in hearing and reproducing English vowel sounds.

Poems to be studied and memorized: *The*

Tree, by Bjornsen; *I'll Tell You How the Leaves Came Down*, Susan Coolidge.

Music: *Rain Song*, Primer (Modern Music Series); *Little Brother Johnny*, Reinecke, Fifty Children's Songs; *The Woodpecker*, Primer (Modern Music Series); *The Wind Song*, First Book (Modern Music Series); *The Oriole's Nest Song*, First Book (Modern Music Series); *Dainty Milkweed Babies*; Eleanor Smith's Songs, Part II.

Manual Training: As an outgrowth of the other work or the necessities of the schoolroom the children will make: 1. Painting stretchers. 2. Large envelope to hold work. 3. Seed envelopes. 4. Seed-labels. The third grade will saw off the boards to be used by the first grade as foundations for their houses.

Physical Training: Anthropometry:

1. Measurements and examinations.
2. Sense tests.
3. Tests for nutrition.

Rhythmical games through which the children gain poise and better control of body.

Traditional games.

Prescribed individual exercise.

Developmental gymnastics in classes.